DOCUMENT RESUME

ED 245 274 CS 208 477

TITLE Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 84

NOTE 14p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Child Language; Dialects; Doctoral Dissertations; Elementary Secondary Education; Grammar; Higher Education; Interaction; *Language Acquisition; Language Processing; *Language Research; Language Skills; *Language Usage; *Linguistics; Linguistic Theory; *Oral Language; Phonetics; Program Content; Speech Skills; Structural Analysis (Linguistics); Word Recognition

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) the influence of rhyming verses on young children's ability to repeat rhythmic phrases; (2) schools of thought in linguistics; (3) the great vowel shift in the light of English dialects; (4) lexical access, word recognition, and reading; (5) formal grammars and the analysis of infinitives; (6) language in learning as revealed by research into secondary school practice; (7) social differences in grammar of lower Alabama; (8) prenominal adjectival modifiers in English; (9) the dynamics of elaborative oral discourse in elementary school special education class discussions; (10) teacher-child language in two preschool programs; (11) oral language development programs at the kindergarten level; (12) auditory modeling and perceptual distance in vowels; (13) the lexical genitive case hypothesis; (14) the development of the requests of young children from nonverbal strategies to the power of language; (15) elaborated and restricted language usage; (16) word frequency and automatic indexing; (17) morphological structures; (18) lexical entries and word formation; (19) typological perspectives on morphological innovation; and (20) code switching in black women's speech. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED245274

Language Use, Language Ability, and Language Development:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1984, (Vol. 44 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 208 477

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1984 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Alexander, Mary Jane
THE INFLUENCE OF RHYMING VERSES ON YOUNG CHILDREN'S ABILITY TO REPEAT RHYTHMIC PHRASES

Amsterdamska, Olga
SCHOOLS OF THOUGHT IN LINGUISTICS

Anderl, Mary Anne
THE GREAT VOWEL SHIFT IN THE LIGHT OF ENGLISH DIALECTS

Andrews, Sally
LEXICAL ACCESS, WORD RECOGNITION AND READING

Badecker, William John
FORMAL GRAMMARS AND THE ANALYSIS OF INFINITIVES

Barr, Mary A.
LANGUAGE IN LEARNING: FROM RESEARCH INTO SECONDARY SCHOOL PRACTICE

Bassett, Marvin Winslett
SOCIAL DIFFERENCES IN THE GRAMMAR OF LOWER ALABAMA

Beckman, Mary Esther
TOWARD PHONETIC CRITERIA FOR A TYPOLOGY OF LEXICAL ACCENT

Bross, Rida Singer
A LINGUISTIC ANALYSIS OF ALARYNGEAL SPEECH CONTRASTING TWO SPEECH-AUGMENTING DEVICES IN TERMS OF THE ASPECTUAL THEORY OF STRUCTURAL LINGUISTICS

Coulter, Jane McKenna
PRENOMINAL ADJECTIVAL MODIFIERS IN ENGLISH

Ernst, Thomas Boyden
TOWARDS AN INTEGRATED THEORY OF ADVERB POSITION IN ENGLISH

Everton, Joe
THE DYNAMICS OF ELABORATIVE ORAL DISCOURSE IN ELEMENTARY SPECIAL EDUCATION CLASS DISCUSSIONS: A FIELD EXPERIMENT AND CONTEXTUAL ANALYSIS

Fowell, Nancy
SMALL GROUP INSTRUCTION: A DESCRIPTION OF TEACHER-CHILD LANGUAGE IN TWO PRESCHOOL PROGRAMS

Galtelli, Barbara Ann
A COMPARISON STUDY OF ORAL LANGUAGE DEVELOPMENT PROGRAMS AT THE KINDERGARTEN LEVEL

Gooding, Frank Gerig, III
AUDITORY MODELING AND PERCEPTUAL DISTANCE IN VOWELS

Grumet, Joanne Sher
THE LEXICAL GENITIVE CASE HYPOTHESIS

Haselkorn, Sharon Lee
THE DEVELOPMENT OF THE REQUESTS OF YOUNG CHILDREN FROM NONVERBAL STRATEGIES TO THE POWER OF LANGUAGE

Haynes, Michael Wallace
EVOLUTION AND LANGUAGE: A CRITIQUE OF LINGUISTIC INNATISM

Hirshberg, Jan
LOOKING AT LANGUAGE: A STUDY OF METALINGUISTIC AWARENESS IN FOURTH GRADERS

Hyams, Nina Moss
THE ACQUISITION OF PARAMETERIZED GRAMMARS

Josifek, Jami Louise
TOWARD A DESCRIPTIVE ANALYSIS AND ESP PEDAGOGY OF INFINITIVAL AND GERUNDIVE COMPLEMENTS TO NOUNS

Kirkland, Gloria
ELABORATED AND RESTRICTED LANGUAGE USAGE: ITS RELATIONSHIP TO CREATIVE THINKING ABILITY OF FOUR-YEAR-OLDS

LeJeune, Susan Gardiner
THE WORLD UP-SO-DOUN: FABULAR SATIRE IN THE ENGLISH LANGUAGE

Lizotte, Richard James
UNIVERSALS CONCERNING EXISTENCE, POSSESSION, AND LOCATION SENTENCES

Newfield, Madeleine
TYPOLOGICAL PERSPECTIVES ON MORPHOLOGICAL INNOVATION

Pergament, Geraldine Glazier
COLLECTIVE NOUNS, CARDINALITY, AND ACCURATE COUNTING SKILLS

Ray, George Bryan
AN ETHNOGRAPHY OF SPEAKING IN AN APPALACHIAN COMMUNITY

Silva, Marilyn Neva
THE DEVELOPMENT OF CONJUNCTION IN LATER CHILDHOOD

Stanback, Marsha Houston
CODE-SWITCHING IN BLACK WOMEN'S SPEECH

Thomas-Flinders, Tracy Georgia
MORPHOLOGICAL STRUCTURES

Troen, Carol Rosenberg
THE EFFECT OF TIME, MODALITY, AND ERROR TYPE ON THE ABILITY OF LANGUAGE LEARNERS TO JUDGE THE GRAMMATICALITY OF TARGET LANGUAGE SENTENCES

Watson, Anne Marie
THE INTERRELATIONSHIPS AMONG VARIOUS ASPECTS OF LANGUAGE DEVELOPMENT IN TWO-YEAR-OLDS

Weinberg, Bella Hass
WORD FREQUENCY AND AUTOMATIC INDEXING

Wolff, Susanne Erika
LEXICAL ENTRIES AND WORD FORMATION

THE INFLUENCE OF RHYMING VERSES ON YOUNG CHILDREN'S ABILITY TO REPEAT RHYTHMIC PHRASES

Order No. DA8404296

ALEXANDER, MARY JANE, ED.D. *North Texas State University*, 1983. 143pp.

The purpose of this study was to determine if the teaching of rhyming verses containing rhythmic phrases facilitates young children's learning of the rhythmic phrases.

The study utilized a pre-test/post-test/control group design. One hundred forty-three kindergarten students participated in the study. The students were randomly selected and assigned to either experimental group A, experimental group B, or a control group.

Students in experimental group A were taught the rhyming verses and given practice repeating the rhythmic phrases contained in the rhyming verses. Students in experimental group B were only given practice repeating the rhythmic phrases. The control group was taught seasonal songs and activities. No rhythmic instruction was given to the control group.

All students were pre-tested and post-tested using the Primary Measures of Music Audiation and the Test of Rhythmic Repetition. The Primary Measures of Music Audiation was administered to intact classes by the investigator or an elementary music specialist. Scoring was done by the investigator.

The Test of Rhythmic Repetition was individually administered to each child by the investigator. Student responses were recorded via a tape recorder and were scored by three experts.

Analysis of covariance was used to determine differences among group means. The analysis of covariance did not produce a significant F at the 0.05 level when applied to the Primary Measures of Music Audiation.

The analysis of covariance did produce a significant F at the 0.05 level when applied to the Test of Rhythmic Repetition. Therefore, a Scheffe's multiple comparisons was conducted to determine which adjusted means differed significantly.

Significant differences were found between experimental group A and the control group and between experimental group B and the control group. However, no significant differences were found between the test scores of children in experimental group A and experimental group B.

SCHOOLS OF THOUGHT IN LINGUISTICS

Order No. DA8406462

AMSTERDAMSKA, OLGA, PH.D. *Columbia University*, 1983. 487pp.

Schools of thought may be defined as groups of scholars united in their common divergence, both cognitive and social, from other schools in their discipline or from their specialty or discipline as a whole. The idea-system of a school might diverge from the relevant reference field (such as linguistics) in its philosophical, theoretical, methodological, or substantive beliefs. Schools stand in opposition to the relevant reference field and attempt to supplant the legitimacy of the existing scholarly élite. This attempt to become autonomous makes schools socially divergent from the fields within which they function.

Even as schools attempt to overthrow the established élite, they remain dependent on the evaluations of this élite. In this sense we can speak of the dual system of legitimation of scientific results of a school of thought: it attempts to establish an independent means of legitimation, yet it must rely on legitimation by the established élite. Such dependence on the élite limits the possibilities for cognitive divergence and dictates a degree of cognitive continuity. The degree to which constraints limit the extent of cognitive divergence depends on such factors as the mode and degree of institutionalization of a given field, the structure of its élite, the location of a school (center/periphery), and the status of its leader (previous recognition, marginality, etc.) within the institutional structure. External intellectual trends and developments in neighboring disciplines also influence the character of the cognitive divergence proposed by a school.

The role of these various factors determining the cognitive and social formation of schools of thought is examined in reference to three schools in linguistics: the Neogrammarians, the Idealists, and the Geneva School. The analysis of their idea-systems reveals the interplay between cognitive continuity and discontinuity in the development of linguistics: the role of discontinuities for schools proposing relatively small changes in the idea-system (Neogrammarians), and the importance of continuities in radical reorientations of linguistic thought (Idealists, Geneva School). The investigation of the social and institutional settings in which these schools of thought developed is then used to explain certain aspects of their cognitive development.

THE GREAT VOWEL SHIFT IN THE LIGHT OF ENGLISH DIALECTS

Order No. DA8405864

ANDERL, MARY ANNE, PH.D. *Princeton University*, 1984. 386pp.

The phonology of the modern English dialects, as presented in the Survey of English Dialect materials, is examined in this study in order to solve two problems in the English Great Vowel Shift. Part I addresses the first problem, the question of where in England the Great Vowel Shift first began. In addition to the comparative evidence of the modern English dialects, the manuscript evidence, the testimony of orthoepists and the evidence of the Middle English dialects are considered. But only the Middle English dialect evidence is found to be useful for solving the problem, and it points to the North of England as home region of the Great Vowel Shift.

Part II questions whether the traditional schematization of the Great Vowel Shift as diphthongizing the Middle English long high vowels and raising the other Middle English long vowels one distinctive vowel height is accurate for the Northern English dialects. Such a schematization represents changes occurring in the early modern English standard dialect. It is compared to the earliest Great Vowel Shift changes that can be reconstructed for the Northern English dialects, based upon the evidence of the modern Northern dialects. This comparison suggests that the vowel changes associated with the Great Vowel Shift occurred in two different sets. First diphthongization of the Middle English high vowels *ī* and *ū* and raising of the Middle English high mid vowels *ē* and *ō* to *ī* and *ū* spread throughout England as a dominant dialect feature. Then changes in the Middle English low vowels *ē*, *ō*, and *ā* occurred *separately* in each dialect area.

LEXICAL ACCESS, WORD RECOGNITION AND READING

ANDREWS, SALLY, PH.D. *University of New South Wales (Australia)*, 1983.

Words can be defined in terms of a number of attributes. Phonological, morphemic and orthographic attributes could all, in principle, serve as a basis for word identification. This research investigated the psychological reality of each of these descriptions of the English language. The major aim was to consider the implications of the results for models of skilled reading.

Traditionally, models of both word recognition and lexical access have assumed that processing involves a sequence of tranformations of the input. Recently, attention has turned towards specifications of how word attributes might interact in language processing.

The lexical decision task offers a method of evaluating the competing claims of the serial and interactive models. I focused particularly on the search, dual-process and logogen models.

The first experiments (Chapter 5) attempted to discover what attributes of words cause readers to regard them as structurally typical of the language, and how such typicality affects lexical classification.

Then, two specific rule-based definitions of within-word regularity were explored: one based on morphosyllabic units (Chapter 6) and one on grapheme-phoneme correspondence rules (Chapter 7).

Both of these linguistic descriptions affected lexical access, but the nature of these effects implied that they had their origin in activation of lexical units rather than in explicit rule application.

This general conclusion was further supported by the finding that lexical classification was influenced by the consistency of the relationship between orthographic and phonological representations of words (Chapter 8).

The last experiment investigated individual differences in reliance on orthographic versus phonological representations and their relationship to reading and spelling ability. The pattern of relationship suggested that skilled reading consists of the automation of decoding, and particularly of the processes allowing access to phonological word identities.

As a whole, the results supported the interactive rather than the serial framework of lexical access and word recognition. All of the results obtained could be explained in terms of the parallel activation of word detectors sharing orthographic features, and without the assumption of fixed sequences of stimulus transformations or memorial representations of rules for converting between various levels of representation.

FORMAL GRAMMARS AND THE ANALYSIS OF INFINITIVES

Order No. DA8401591

BADECKER, WILLIAM JOHN, PH.D. *Indiana University*, 1983. 416pp.

This thesis addresses two issues in formal syntax which, in different ways, bear on the relation between descriptive devices of generative grammars and observable properties of language. The first of these concerns the notion of linguistic level and whether one such construct, Logical Form in REST and GB syntax, is motivated by any linguistic phenomena. The argument presented here is to the contrary, and alternative analyses are defended against accounts which depend on the use of Logical Form to capture various linguistic generalizations.

The remainder of this thesis takes up the analysis of English infinitival constructions in different formal systems. The particular issue addressed here is whether infinitival phrases are syntactically uniform in the sense that they are all clausal constituents--i.e., they all have the form [NP to VP]--at some or all levels of syntactic analysis. This position, which is referred to as the Generalized Base Hypothesis (GBH), competes with an account (the VP Hypothesis) which holds that subjectless infinitives are non-clausal at all syntactic levels (perhaps with principled exceptions). It is argued here that one's stance regarding this debate is largely determined by prior assumptions concerning the choice between transformational and lexical accounts of phenomena such as the active-passive relation or other relations governed by 'structure-preserving rules'. Transformational accounts are compelled to adopt the GBH for at least one syntactic level, the level at which thematic relations are determined. REST and GB hold that the GBH applies to all syntactic levels. The details of these transformational accounts of English infinitives are evaluated, as are those of the lexicalist analysis (in the GPSG framework) which instantiates the VP Hypothesis. The empirical arguments for the necessity of lexicalist descriptions are surveyed here, and the discussion of the comparative merits of the transformational and lexicalist accounts concludes with additional arguments for favoring the lexicalist (hence VP) account.

LANGUAGE IN LEARNING: FROM RESEARCH INTO SECONDARY SCHOOL PRACTICE

Order No. DA8325247

BARR, MARY A., ED.D. *New York University*, 1983. 256pp. Chairman: Professor Gordon Pradl

This study proceeded from the assumption that what is known about the linkage between language development and subject matter learning needs to be understood and implemented by secondary school teachers. The premises recommended by research in these areas over the past decade were defined for study purposes as (a) the integration in instruction of the language arts of reading, writing, speaking and listening; (b) the encouragement of the use of language by students to learn subject matter as well as to display formulated knowledge; and (c) the provision of frequent, sustained and varied occasions for students to use language for functional purposes. The study focused on the beliefs and practices of four secondary school teachers across a range of subject areas, grade levels and student backgrounds. Each had had some acquaintance with the language in learning research, and each had achieved exemplary teacher status within a large urban school district. Their practices provided instances of the ways research recommendations were or were not realized in particular classroom settings. Generally, the data affirm the contention that learning subject matter--whether music or chemistry or English--is a phenomenon related to language development. As expected, student purposes for using language showed themselves to be strong determinants of language quality. When students wrote or talked in order to be understood, they used language that was clear, substantive, and, at times, eloquent. When students expected to be judged by the pattern of their language, however, they produced not only formulaic, sometimes nonsensical language but also poorly patterned, often nonstandard language. Across the student ability range, the situation conducive not only to subject matter learning but also to the use of language in the standard English patterns valued by society was the consultative one, wherein students engaged in sustained exchanges about subject ideas. The instructional focus on the use of language to display formulated knowledge showed itself to be a practice which rewarded premature and only apparent achievement, the struggle with ideas foreshortened. In summary, the study showed that the teaching practices recommended by research in language and learning result in high student achievement. The study also documented the results of practices which persist despite research consensus, chiefly, the instructional focus on pattern perfection, the very emphasis which enfeebled even the honors student.

SOCIAL DIFFERENCES IN THE GRAMMAR OF LOWER ALABAMA

Order No. DA8328050

BASSETT, MARVIN WINSLETT, PH.D. *Emory University*, 1983. 360pp. Adviser: Lee Pederson

Although seldom used, the grammatical information in the linguistic atlases is a potential source of data for needed descriptive studies such as the comprehensive grammar of spoken American English proposed by Mencken in 1910. This dissertation illustrates the kinds of material available in the protocols of the Linguistic Atlas of the Gulf States (LAGS) by summarizing the morphological and syntactic variants in the speech of thirteen informants in Pike and Butler Counties, Alabama and three auxiliary informants from Mobile, Montgomery, and Tuskegee. The inventory also tests the adequacy of the work-sheet sample for recognizing the influence of the social factors of caste and education in a grammatical description.

The study consists of five chapters. Chapter I characterizes LAGS as a source of information by describing the informants, territory, field work, scribal work, and work sheets. The chapter also includes a discussion of the types of grammatical items selected for investigation and a survey of previous research. The second chapter establishes a basis for the phonemic writing system used throughout the text, identifying the tendencies of the informants in pronouncing the segmental phonemes and suggesting a few patterns of phonemic incidence. Two chapters deal with morphological and syntactic variants. Chapter III summarizes features of inflectional morphology and/or the alternation of bound and free forms involving verbs, nouns, pronouns, adjectives, adverbs, and prepositions and conjunctions in phrasal constructions. Chapter IV describes the syntax of various verbal and adverbial constructions as well as structural features of phrases, clauses, and sentences. The final chapter comments upon the implications of the evidence. The uniformity in usage according to the factors of caste and education reflects the homogeneity of the social structure in Lower Alabama and/or the leveling effects of the public schools. However, it is possible that the work-sheet sample may be inadequate for making the sensitive social distinctions that are necessary for grammatical description and that extended passages of conversational syntax would better serve this purpose. Although LAGs preserves this evidence, a statement about social differences in the grammar of these speakers must be corroborated by the findings of additional research.

TOWARD PHONETIC CRITERIA FOR A TYPOLOGY OF LEXICAL ACCENT

Order No. DA8407396

BECKMAN, MARY ESTHER, PH.D. *Cornell University*, 1984. 322pp.

This thesis is in two parts. The first part presents a theory of accent that delimits accent from other prosodic phenomena. The second part then focuses on the phonetic specifics of accent to present the evidence for one major classificatory division within accent.

The theory of accent presented in the first part proposes that the salient phonological function of accent is to organize utterances into short phrases centered around or demarcated by the rhythmic or melodic prominence peaks. The phonological evidence for this function can be seen in such diverse facts as the generally culminative distribution of accents in the lexicon and the general lack of diachronic sources for accentual contrasts in segmental contrasts. These are two of the ways that "pure" accent differs from, for example, tone.

The division within accent proposed in the second part is into stress accent and non-stress accent. The evidence presented for this division is phonetic, and consists mostly of the results of an experiment that measured the effect of accent on duration, intensity and fundamental frequency in an archetypal stress accent language (English) and a non-stress accent language (Japanese). These data show that English uses physical attributes other than fundamental frequency to a greater extent than does Japanese. Various connections are suggested between this result and the psychoacoustics literature on the loudness function as it relates to duration and intensity.

A LINGUISTIC ANALYSIS OF ALARYNGEAL SPEECH CONTRASTING TWO SPEECH-AUGMENTING DEVICES IN TERMS OF THE ASPECTUAL THEORY OF STRUCTURAL LINGUISTICS

Order No. DA8401644

BROSS, RIDA SINGER, PH.D. *State University of New York at Buffalo*, 1983. 336pp.

The Aspectual Theory of structural linguistics developed by Henry Lee Smith, Jr. provides the frame of reference for analysis of two alaryngeal speakers. Standard procedures of analysis are applied to the participants' speech samples, with the speakers using two types of external pneumatic reed artificial larynges, the Roswell Park Reed Fistula appliance and the MIT reed appliance. Within the Aspectual framework, the analysis is limited to three levels of the Phonology Stratum and the first level of the Morphology Stratum. These levels include identification of articulations, and the phonetic, phonemic, and morphophonic systems for both speakers. Both, an error analysis showing types of errors and a contrastive analysis comparing the speakers' systems to each other and to the non-pathological system are conducted. Differences are shown in performance and degree of deviation from the norm. The Aspectual analysis of English structure furnishes the standard against which the speakers are evaluated to determine presence of structural units and the extent and range of damage to the language system.

Since a complete linguistic analysis of an extensive corpus is a lengthy process, a concise test procedure and materials which are both diagnostic and predictive are developed. Materials designed to elicit the structural units of the language system at the phonemic level are easily administered and scored to determine the relative quality of speech performance for this increasing population of speakers of a pathological form of the language. This procedure is diagnostic in specifying troublesome segments and positions requiring further investigation. The accuracy of performance produces a numerical score, the quantitative rating of performance (QRP). A QRP scale based on the resulting scores indicates how well a speaker can be expected to perform with a particular speech-augmenting device relative to other speakers.

Statistical tests applied to the QRP scores of the speakers confirm that the results are statistically significant. The QRP distinguishes a real difference in performance that is not due to chance, or inherent experimental error.

PRENOMINAL ADJECTIVAL MODIFIERS IN ENGLISH

Order No. DA8326862

COULTER, JANE MCKENNA, PH.D. *University of Washington*, 1983. 148pp. Chairperson: Professor Frederick J. Newmeyer

This dissertation is an attempt to show that there is a structural differentiation between various types of prenominal adjectives in English. It gives which demonstrates that the difference between restrictive and appositive adjectives is reflected in the structure of the noun phrase. In addition, it shows that there is reason to conclude that a third type of modifier must be allowed for in the phrase structure rules for NP, which I term a functional modifier, because of its similarity to the functional prepositional phrase complements as described by Jackendoff.

The analysis has significant implications for any model of the lexicon, and gives an overview of how a structure incorporating three levels of prenominal modifiers might interact with lexical and interpretative rules.

TOWARDS AN INTEGRATED THEORY OF ADVERB POSITION IN ENGLISH

Order No. DA8401596

ERNST, THOMAS BOYDEN, PH.D. *Indiana University*, 1983. 453pp.

This study attempts to account for the position and associated meanings of English adverbs, in an integrated system which gives equal weight to syntax, semantics, pragmatics, and lexical specifications for individual adverbs.

Chapter Two focuses on manner adverbs, a traditional category which is notoriously heterogeneous, and whose members often have sentence-modifying "homonyms". It is shown that this pattern is the result of this group of words not being a coherent class at all; instead, it is a collection of verb-modifying occurrences of adverbs from several distinct lexical classes. Most of these adverbs can be given unified senses which account for both their sentence- and verb-modifying readings, given a semantic interpretation rule deriving the latter reading whenever the adverb appears in the VP. The system makes crucial use of a variable α within the sense of a given adverb, whose values are predictable, for each occurrence, from the node dominating the adverb. The presence of this variable in the meanings of adverbs accounts for the adverbs' freedom of occurrence compared to other types of modifiers.

Chapter Three establishes that adverbs may be the first daughter of NP and PP nodes. One common type of adverb which occurs in these positions, Degree of Precision adverbs, is analyzed semantically to show why it occurs even more freely than other types of adverbs. Chapter Four examines a wide range of Degree adverbs, and formulates syntactic and semantic features for a number of subtypes. As with manner adverbs, and NP- and PP-adverbs, the account of Degree adverbs utilizes the variable α, allowing the statement of a unified sense for words which modify diverse kinds of semantic entities.

Chapter Five contains, first, a review and critique of two generative analyses of adverbs, Jackendoff (1972) and Emonds (1976). Then it presents a system of PS and semantic-interpretation rules to account for the behavior of adverbs discussed in earlier chapters, as well as that of other types of adverbs. An important feature of these rules is a general condition on syntax-to-semantics mapping of adverbs and auxiliaries which largely preserves their relative order.

THE DYNAMICS OF ELABORATIVE ORAL DISCOURSE IN ELEMENTARY SPECIAL EDUCATION CLASS DISCUSSIONS: A FIELD EXPERIMENT AND CONTEXTUAL ANALYSIS

Order No. DA8406768

EVERTON, JOE, PH.D. *Indiana University*, 1984. 377pp. Chair: William W. Lynch

The problem was to promote elaborative class discussions in special education settings, and then to analyze the contextual dynamics supporting elaborative language. Few studies report on the capacity of low-functioning pupils to engage in classroom discourse. Based on suggestions by Rowe (1974) the field experiment was a baseline-intervention-follow-up procedure. Two tape recorded baseline discussions were made in each of three classes. The intervention briefing provided a rationale from attribution theory for teachers to increase the length of pauses following questions, and to decrease/eliminate positive verbal reinforcements during discussions. One week of practice followed, and then two or three post-intervention discussions were recorded.

One teacher reduced verbal rewards from five to 0.03 per minute. Her pupils approached three seconds mean wait-time following pupil utterances. The other teachers significantly reduced positive reinforcements, but their pauses were essentially unchanged.

Dependent variables: Mean length of pupil utterance increased from three to five syllables. Relative proportions of Structuring, Questioning, Responding, and Reacting by all subjects stayed about the same. Teachers continued to initiate; pupils continued to make most of the reflexive moves. The proportion of longer pupil turn-taking chains increased significantly. One teacher's questioning rate decreased significantly. Behavior management moves declined slightly, dismissing concerns about loss of class control.

The 13 discussions were analyzed for conditions promoting elaborative pupil language, which was defined as creating opportunities for the continued exchange of topical meanings. The discussions were segmented into natural units, and descriptions of the Resources, Plans, Valuaction, and Performances (Halprin, 1969) were prepared.

Contextual analysis suggested clear differences between elaborative and non-elaborative settings. Elaborative discourse was consistently marked by teacher patterns which "opened" opportunities for pupil initiatives, including pupil control of the floor, imaginative role playing, personalized content, and procedural concerns. Non-elaborative discourse was consistently marked by strong teacher control patterns including teacher control of the situation; complex, vague, or poorly introduced topics; known-answer questions; pupil misunderstanding; standard role models for participants; and rigidly implemented instructional plans. The conclusions discussed the dynamics of creating elaborative, and avoiding non-elaborative, classroom discourse in special education.

SMALL GROUP INSTRUCTION: A DESCRIPTION OF TEACHER-CHILD LANGUAGE IN TWO PRESCHOOL PROGRAMS

Order No. DA8323371

FOWELL, NANCY, PH.D. *The University of Wisconsin - Madison*, 1983. 300pp. Supervisor: Professor Joseph Lawton

This descriptive study focused upon language employed by teachers and children in two preschool programs during small group instruction. One program (A) was Piagetian-derived and the other was based primarily upon contributions made by Ausubel (B). Over the course of a school year, 48 sessions were videofilmed, 24 in each program. Tapes were coded for speaker, recipient, utterance form, and several cognitive variables. A number of predictions were tested.

Utterance categories and their proportional use were shown to vary by program, by task, and by speaker. The two programs differed chiefly in the extent to which teachers and children spoke of content (program S) or process (program B). Children in Program B verbalized mental operations with greater frequency than Program A children. Teachers in Program A employed consistent verbal strategies across tasks whereas Program B teachers varied their use of language by task. Both groups of teachers employed more closed than open-ended questions, and both failed to employ expected frequencies of certain language categories congruent with their own program perspectives. Sequential lag analysis of selected behavioral contingencies indicated that teacher process talk, especially questions, tended to be followed by children's verbal references to self-performed mental operations in both programs.

A COMPARISON STUDY OF ORAL LANGUAGE DEVELOPMENT PROGRAMS AT THE KINDERGARTEN LEVEL

Order No. DA8327451

GALTELLI, BARBARA ANN, ED.D. *Memphis State University*, 1983. 170pp. Major Professor: Wilson Dietrich

This study investigated the difference in language development of kindergarten children taught by the *Peabody Language Development Kit*, a structured eclectic program; *Distar Language I*, a structured pre-academic program; and a combination of the two. There were six kindergarten classes involved in the study. Two classes were assigned to each treatment approach and received fourteen weeks of instruction. Three language areas--expressive, receptive, and elicited--were examined.

Five main effects were studied: (1) ethnic background, (2) sex, (3) treatment approach, (4) test time, (5) subtest. Interaction effects for these five variables were also examined.

Subjects were 136 kindergarten students who comprised the entire kindergarten population of two school districts. The *Merrill Language Screening Test* was the assessment instrument for pre-test and post-test. The responses were coded and analyzed by two statistical packages, SPSS (Statistical Package for the Social Sciences) and BMDP (Biomedical Computer Program). The statistical technique employed was a three-between and two-within group analysis of variance with .05 as the level of significance. In post-hoc analysis, the Student-Newman-Keuls (SNK) Multiple Range Test was implemented.

From the analytic results, the following inferences were made: (1) There are overall main effects for ethnic background, test time, and subtest. (2) Black children in the *Distar* approach score lower on the pre-test in receptive language than on the other two approaches and score higher on combined pre- and post-test on elicited language than on the other two subtests. (3) All treatment groups show improvement between pre-test and post-test in expressive and receptive language. The *Peabody* group does not show improvement in elicited language. (4) Black boys and white girls do not make improvement on elicited language, and black girls do not significantly improve in receptive language.

Final conclusions are: (1) all three approaches are effective in oral language development, (2) *Distar* is most effective in the areas of receptive and elicited language, (3) *Peabody* is most effective in the areas of expressive and receptive language, (4) the combination approach strengthens deficits found in the other two without weakening their strengths, (5) none of the approaches used overcome the weakness shown by black girls in receptive language.

AUDITORY MODELING AND PERCEPTUAL DISTANCE IN VOWELS

Order No. DA8326217

GOODING, FRANK GERIG, III, PH.D. *The University of North Carolina at Chapel Hill*, 1983. 252pp. Supervisors: Robert Howren, R. A. W. Bladon

This research investigates auditory representations of speech sounds and their role in speech perception. The focus of this study is on the development and testing of a model of perceptual distance in vowels, with the rationale that the evolution of vowel systems will be heavily influenced by perceptual factors, such as the need to maintain contrast.

The model, based on that of A. Bladon and B. Lindblom, consists of two basic parts. First is the auditory model itself, which takes as input a physical representation of a sound (in this study, steady-state vowels), and models the transformations of the signal in the peripheral auditory system. Second is the auditory distance metric, which takes pairs of auditory representations and produces a measure of the calculated distance between them. The accuracy of the combined model is tested against listener distance judgements among synthetic vowel stimuli. A major portion of this research is therefore taken up with examining and testing various modifications of the auditory model and distance metric intended to improve its performance. Major conclusions are: (1) Formant frequency extraction models of vowel perception are inadequate and should be replaced by models based on overall spectral shape. (2) Relatively large variations in shape and bandwidth of the auditory filter function have little effect on the accuracy of the model. There are additional indications that it is large-scale attributes of spectral shape, such as spectral balance, which may be highly correlated with important auditory dimensions. (3) There is evidence to suggest that the auditory perceptual system employs two distinct modes of distance estimation. The first, operating for fine auditory discrimination, appears to be analogous to estimating the congruence of pairs of auditory spectral envelopes. The second appears to operate over larger (phoneme size) distances, and to involve integrated loudness differences between auditory representations.

THE LEXICAL GENITIVE CASE HYPOTHESIS

Order No. DA8324815

GRUMET, JOANNE SHEN, PH.D. *New York University*, 1983. 125pp. Adviser: Ray C. Dougherty

In this dissertation I introduce the Genitive marker *'s* and the preposition *of* in the lexicon. I propose lexical entries for *'s* and *of* in which the shared and distinct senses of these items are enumerated. A lexical redundancy rule is proposed to relate such forms as *my* and *mine*, as well as the Genitives in specifier and head position, as *John's book*, *John's*. This rule is shown to have some generality in the language in addition to applying to Genitives.

The Lexical Hypothesis is compared with syntactic theories claiming that the Genitive is inserted by phrase structure or transformational rules and that *of* is likewise inserted or deleted by syntactic rules.

Crucial to the Lexical Hypothesis is the assumption that Move NP does not apply in NP to produce such forms as *the play's performance* from *the performance of the play* but that both are base derived strings.

Syntactic, lexical, morphological, and phonological evidence is given to support the lexical nature of the Genitive *'s* and the preposition *of*. Syntactic arguments from Modern and Old English show that *the play's performance* is a base derived string.

THE DEVELOPMENT OF THE REQUESTS OF YOUNG CHILDREN FROM NONVERBAL STRATEGIES TO THE POWER OF LANGUAGE

Order No. DA8402058

HASSELKORN, SHARON LEE, ED.D. *Harvard University*, 1981. 212pp.

The development of children's requests during transition from pre-speech to speech is described, and the role of language in this development is analyzed. First words are seen as an advancement in communication skills rather than an immature form of speech. Thus, their pragmatic function is stressed in the analysis. Instances of children requesting adults to perform actions (including speech) on objects were isolated, and the children's verbal and nonverbal behaviors were analyzed in terms of the information they provided about the requests. Coding was done from the point of view of an observer, not the speaker (the child). This was done to obtain evidence of how meaning is assigned to the behavior of young children thereby supplying what is lacking in other similar studies.

The data consist of the requests found on three half-hour videotapes--the tape made at the first session, one made four months later, and one four months after that--for each of four children. The videotapes record the experimenter (E), the mother, when she wished, and the child at free play in the child's home. Children played with toys E brought to each session as well as their own things.

Two kinds of information were found to be necessary for observers to believe that a request had been made: (1) information that something is wrong, (2) information that the adult should help remedy the situation. Two kinds of information were found to be necessary for observers to interpret what was being requested: (1) information about the objects involved, (2) information about what the adult should do to remedy the child's problem. Information came either from behavior overtly directed to the adult--the request message--or it came from behavior immediately preceding the request, related behavior at previous sessions, or the adult's general knowledge of children and objects--the context. A request was not scored unless the information necessary to a belief that it had been made was available in the message. No such requirement was imposed on the other types of information.

To code the data, two observers, by consensus, noted the sources of each type of information for each request. Then, they rated as "certain," "questionable," or "uncertain" each type of information and the overall interpretation of the request. Also, requests were scored as having one of five goals. The adult is to: help the child obtain an object; receive an object; do something unspecified; perform a specified action; give information. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

EVOLUTION AND LANGUAGE: A CRITIQUE OF LINGUISTIC INNATISM

HAYNES, MICHAEL WALLACE, PH.D. *York University (Canada)*, 1983.

The central problem of rationality--how to avoid absolutism without falling into relativism--is reflected in the central contemporary debate in linguistics, viz., the clash between behaviourism and Chomskian innatism. Behaviourism lends itself to relativistic interpretation, since any systematic and regular set of stimuli might in principle give rise to systematic and regular (linguistic) sets of responses. Whilst Chomskian innatism, though it does not represent absolutism, *simulates* the latter in its strong universalist essentialism.

The problem of knowledge is translated in the work of Chomsky and his colleague Jerry Fodor into problems of *knowledge of language*. Chomsky contends that language-learning is enabled by the possession of an innate "universal grammar" in the mind, common across all cultural boundaries and linking all "surface" differences amongst languages at the deepest rational level. Fodor contends that all learning requires mediation by a language of representation, a "language of thought".

Chomsky-Fodor innatism leads to a dilemma: how could such a complex structure (universal grammar) have arisen--through random mutation? And how would the original possessors have realized that they possessed it? Evolutionism militates against the sort of search for invariants that is undertaken by Chomsky and renders problematical the descriptions given by Chomsky to so-called universal grammar. It is not open to Chomsky merely to repudiate evolutionary theory in order to dissolve the problems posed for him by evolutionism. All theories about complex phenomena ("life, mind and society") must come to grips with any challenges from evolutionism.

LOOKING AT LANGUAGE: A STUDY OF METALINGUISTIC AWARENESS IN FOURTH GRADERS Order No. DA8405310

HIRSHBERG, JAN, ED.D. *Harvard University*, 1983. 154pp.

Metalinguistic awareness is the ability to assume an objective attitude toward language. Although such awareness develops as children get older, much individual variation exists. Metalinguistic awareness is of practical interest because of its relationship to reading ability.

A characterization of the metalinguistic abilities of the older child has not been thoroughly explored. I have developed an interview, comprised of four large tasks--language objectivity, judgments of grammaticality, permitted versus illicit conjunction and comparison, and resolution of ambiguity--to assess such abilities. Nineteen fourth graders were interviewed and ratings of reading ability obtained. In addition to analyzing the four main tasks, the Language Objectivity, Grammaticality, and Ambiguity Tasks were divided into 14 subtasks which were treated as discrete tasks. Frequency distributions, correlation, crosstabulation, and Guttman scale analysis were used to present a picture of metalinguistic awareness, its variation, the interrelationships among the tasks, and its relation to reading ability for the sample population.

The major findings are: (1) There was much within task performance variation. Children also varied widely in overall metalinguistic maturity as indicated by the number of tasks passed. (2) Correlation and crosstabulation revealed that the subtasks are generally related to the large task of which they are a part, the subtasks do not tend to correlate with each other, and three of the four large tasks are correlated. The Grammaticality Task was the exception. (3) Considering the differences in number of children passing each task, orders of difficulty among the tasks emerged. Guttman scale analysis resulted in valid scales for the Language Objectivity subtasks, the Grammaticality subtasks, and the four main tasks. Though not statistically valid, the scales for the Ambiguity subtasks and the 14 subtasks combined worked fairly well. (4) Strong positive relationships between reading ability and performance on the tasks were observed.

A significantly reduced battery that achieves essentially the same results as the original with the sample population is suggested as an effective instrument for quickly assessing metalinguistic awareness.

The major implication of the study is that language awareness is an important aspect of children's development and education which may require training to fully develop.

THE ACQUISITION OF PARAMETERIZED GRAMMARS

Order No. DA8401480

HYAMS, NINA MOSS, PH.D. *City University of New York*, 1983. 339pp. Advisers: Professor Helen Cairns, Professor Robert Fiengo

This study investigates syntactic development in young children within the framework of the Government-Binding Theory of grammar (cf. Chomsky, 1981).

Within Government-Binding Theory, Universal Grammar (UG) is formulated as a system of principles and parameters, where the parameters express the limited range of possible variation associated with each principle. In a parameterized theory of grammar, the task of the language learner is to "fix" the parameters of UG at the values which are correct for the particular language he is acquiring. The choice of one or another of the set of predetermined values may have complex consequences resulting in languages which appear to be quite diverse.

A parameterized theory of grammar raises the empirical possibility that an early grammar of a particular language may differ from the adult grammar with respect to the values specified for particular parameters. The "missetting" in the early grammar results in a language which varies in systematic ways from the adult language.

In this thesis, it is argued that the early grammar of English differs from the adult grammar with respect to the value specified along a particular parameter of UG, the AG/PRO parameter (a version of the Pro-Drop Parameter). This difference between the two grammars accounts for many of the salient properties of early English which distinguish it from the adult language, for example, the optionality of lexical subjects and the absence of modals and auxiliaries. Also considered is the process of "restructuring" by which the early grammar comes to resemble the adult system.

The effects of the AG/PRO parameter on the early grammar of German are also briefly considered, and the early grammar of Italian is examined vis-a-vis the AG/PRO parameter and two other parameterized principles of UG.

Central to this study is the hypothesis that grammatical development is a "continuous" process in the sense that each of the intermediate grammars falls within well-defined limits, as specified by the theory of grammar. Alternative "discontinuous" models of development (i.e., "semantically-based" child grammars) are discussed. They are shown to be empirically inadequate as a characterization of the child's linguistic competence during the early stages of acquisition, and conceptually problematic when viewed from a broader developmental perspective.

TOWARD A DESCRIPTIVE ANALYSIS AND ESP PEDAGOGY OF INFINITIVAL AND GERUNDIVE COMPLEMENTS TO NOUNS

Order No. DA8400228

JOSIFEK, JAMI LOUISE, PH.D. *The Ohio State University*, 1983. 435pp. Adviser: Donald R. Bateman

Infinitival and gerundive complements to nouns are analyzed and found to exhibit tendencies and principles useful for teaching English to students of science and technology. Structural, sentential, and contextual attributes are described. This work concentrates on the meaning, function, and use of the *of*-gerundive, *in*-gerundive, *for*-gerundive, *to*-gerundive, and infinitival complements.

A distributional pattern for complement forms cannot be determined through a semantic and syntactic classification of head nouns alone. Rather, constructs must be defined in terms of event-type, aspect, prepositional meaning, privacy readings, and factivity. Eighteen principles of distribution are isolated.

Infinitives and *of*-gerundives express states, while the other gerundive complements express activities, accomplishments, and achievements. Finer aspectual distinctions than the known perfective/imperfective difference are made between infinitives and gerundives. Prepositions, including the *to*-marker of the infinitive, determine meaning as well as function. Infinitives demand a public reading of independent activity, whereas gerundives demand a private reading of individual activity. Infinitival complements promote nonfactive interpretations, while gerundive complements promote factive (but can have nonfactive) interpretations.

Grammatical-rhetorical dependencies are shown to exist: An examination of the nominal complements to *way*, *effort*, *method*, *reason*, *problem* and *advantage* in various contexts shows that the complement form that is 'semantically relevant' to a given context can be uniquely determined by a set of five questions and directives.

A notional-functional approach to teaching infinitival and gerundive complements to nounds, using a decision-tree, is advocated. Using these principles, students can 'patch' a structure not in the table of stable noun-complement combinations to convey their meanings and thereby avoid 'inconsiderate discourse.' ESP course and textbook design, centered on 'authentic' scientific reading and writing assignments, are proposed. Examples of student writing show the importance of looking at both the presence and absence of certain structures in evaluating students' needs.

ELABORATED AND RESTRICTED LANGUAGE USAGE: ITS RELATIONSHIP TO CREATIVE THINKING ABILITY OF FOUR-YEAR-OLDS

Order No. DA8325585

KIRKLAND, GLORIA, PH.D. *Indiana State University*, 1978. 111pp. Director: Dr. Jan McCarthy

This study investigates the relationship between creative thinking and language usage of four-year-old children. Of special concern is Basal Bernstein's categories of elaborated and restricted language codes and Torrance's "Mother Goose Problems for Young Children Test" of creative thinking abilities.

Children were administered Torrance's test of creative thinking. Their language was recorded, transcribed and analyzed. These data were scored in accordance with instructions provided to determine each child's creative thinking abilities. The transcribed language was then analyzed in accordance with Bernstein's categories. A Point Biserial Coefficient of Correlation was used to analyze the data.

In conclusion, it was found that there was a significant relationship between language usage and creative thinking abilities at the .01 percent level.

THE WORLD UP-SO-DOUN: FABULAR SATIRE IN THE ENGLISH LANGUAGE

Order No. DA8325605

LEJEUNE, SUSAN GARDINER, PH.D. *University of Southwestern Louisiana*, 1983. 348pp. Chairman: Albert W. Fields

The central thesis of the study is that the fabular satire is a definable sub-genre of narrative because of the informing restrictions of the animal figure (narrative image). The beast image necessitates the humor of the *reductio ad absurdum*; it allegorically links man and beast, demanding a recognition of man's duality; it acknowledges man's imperfectibility in a static thematic statement. However, the use of the beast image is paradoxically the means to unlimited flexibility: by allowing beasts to behave as men, the fable places its narrative within the realm of fantasy, where events of plot are limited only by the satirist's imagination.

The comparative analysis of the satiric fables in the language is an attempt to delineate the informing demands of narrative image, while tracing the change within the use of the narrative genre as the fable moves from age to age in English literature. Each satiric fable makes note of particular societal abuses and cultural idiosyncracies peculiar to the age; however, beneath all topical allusions is the essential satire of human nature itself. In comparing the satiric fable from the Middle Ages through the 1970's, the study notes the consistency in moral message. The topical satire is overlaid upon a doubt that dual-natured man can achieve the ideal. All of the original satiric fables appearing in the English language are analyzed: Chaucer's *The Nun's Priest's Tale*; Spenser's *Mother Hubberds Tale*; Dryden's *The Hind and the Panther*; Mandeville's *The Fable of the Bees*; Swift's "The Beasts' Confession to the Priest" and Book IV of *Gulliver's Travels*; Orwell's *Animal Farm*; William Kotzwinkle's *Doctor Rat*.

The consistency of the informing restrictions of fabular satire paradoxically results in a framework which the artist can fashion into a grotesque replica of his own age. The fable has evolved through the years, but only in its facade, as the study proves. The latest fable is essentially identical in design and purpose to its ancestors.

UNIVERSALS CONCERNING EXISTENCE, POSSESSION, AND LOCATION SENTENCES

Order No. DA8326006

LEOTTE, RICHARD JAMES, PH.D. *Brown University*, 1983. 327pp.

This thesis is an attempt to discover valid testable universals concerning sentences expressing notions of existence, possession, and location (EPL sentences). In-depth studies of these sentences in two languages of different genetic affiliation and basic sentence structure are conducted. The facts concerning EPL sentences in English are presented in chapter III, while those concerning EPL sentences in Korean are presented in chapter IV. In chapter V, a cross-linguistic overview of the expression of EPL notions is presented. A comparison of the data from English and Korean is used as a guide in the investigation of possible universals. Conversely, data adduced from other languages are used to determine the universality of features concerning EPL sentences in English and Korean.

In chapter VI, generalizations uncovered in chapter V are proposed in explicit terms as universals, and the significance of these universals is demonstrated. It is shown that in the expression of EPL notions languages primarily utilize predications that contain verbals of minimal to null meaning--simple copulas, locative copulas, verbals of existence, and verbs of possession. Individual languages never map EPL notions to the four types of verbals in a one-to-one relation. The verbals have little precise meaning and do not themselves directly express EPL notions. Locative prepositions, postpositions, case markers, and nouns may be used in sentences expressing both relations of location and possession, but such 'locative formatives' may directly express the relation only in the case of location sentences.

Several generalizations concerning EPL sentences are presented as potential universals that require further data for confirmation. Some of these potential universals concern the historical development of the verbs and verbals involved in the expression of EPL notions. Verbals of existence are shown to develop from more concrete verbs of lying, sitting, and standing, while verbs of possession are shown to develop from verbs of taking, grasping, or holding. Other potential universals concern the effect of the pragmatic factors of alienability, definiteness, and animacy in determining when certain structures will be acceptable in the expression of EPL notions.

TYPOLOGICAL PERSPECTIVES ON MORPHOLOGICAL INNOVATION

Order No. DA8328653

NEWFIELD, MADELEINE, PH.D. *Cornell University*, 1983. 436pp.

In response to what is felt to be a lack of consistent and unified terminology in the characterization of morphological change, this work suggests a more explicit and precise system for the description and comparison of morphological innovation processes. This system is integrated with a theoretical approach of semiotic functional structuralism that views morphology in a semantically based way, taking into account morphemes of all types (e.g. lexical and grammatical) and their combination into words, as well as the various kinds of morphological formal variation (e.g. allomorphy, stylistic variants, social/regional variants), and also submorphemic correlations of formal and semantic material (e.g. phonesthemes). The typological characterization is explored and illustrated specifically with respect to the subset of morphological innovations which are motivated by iconic relationships, i.e. associations of similarity within and between units, or "analogy" in the broadest sense of its use. In the course of the discussion of a number of familiar examples from the history of English and French, the suggested basic distinctions are applied, enabling the consistent characterization of the elements involved in the process, its structural outcome, and the particular kind of motivating iconic relationship. The investigation indicates that an accurate understanding and differentiation of these morphological innovation types cannot be achieved without considering both the structural outcome of the process and the specific nature of the iconic motivation. The categorization of structural outcome clarifies the relative impact of different innovations on the structure of the code and provides a basis for a more precise definition of the concept of "morphological reanalysis".

COLLECTIVE NOUNS, CARDINALITY, AND ACCURATE COUNTING SKILLS

Order No. DA8400720

PERGAMENT, GERALDINE GLAZIER, PH.D. *Northwestern University*, 1983. 87pp.

Piaget's (1941-52) account of the development of the concept of cardinal number minimizes the role of counting accuracy in this development. Gelman and Gallistel (1978) and Schaffer, Eggleston and Scott (1974) hypothesize that accurate counting precedes an important developmental milestone: the child's use of a counting-cardinal transition in word meaning i.e., the cardinality rule, knowing that the last word said in counting is the cardinal word for that set. The use of verbal labels imposing the collection structure rather than class structure has also been reported to result in more use of a counting-cardinal transition (Markman, 1979).

In a study to measure the effects of size of set (small 4, 5, 6 vs. large 9, 12, 14), type of set array (homogeneous vs. heterogeneous), and verbal labels (collective vs. class nouns) on children's use of a counting-cardinal transition and on accurate counting, 48 3 and 4 year old suburban middle-class children were asked to count an array. They were then asked how many objects there were. Half the children were asked using class nouns (e.g. pigs) and half using collection nouns (e.g. pig family.) Size of set, type of array, and verbal label had no effect on the use of the counting-cardinal transition. Such use was all or none on all twelve trials by 44 of the 48 subjects. The lack of a verbal label effect was in contrast to Markman's report of a positive effect of collection nouns and the lack of a size of set effect was contrary to the findings of Gelman and Gallistel (1979). Size of set had a large significant effect on accuracy of counting, but type of objects and verbal label had no effect. Accurate counting did not precede the use of the cardinal rule developmentally. These two skills were found to be independent for small sets and use of the counting-cardinal transaction preceded accurate counting for larger sets.

Piaget's deemphasis on the role of counting accuracy was supported for a developmentally early aspect of cardinal number--the use of a counting-cardinal transition in word meaning and the facilitative effect of collection nouns on such use was not supported.

AN ETHNOGRAPHY OF SPEAKING IN AN APPALACHIAN COMMUNITY

Order No. DA8326900

RAY, GEORGE BRYAN, PH.D. *University of Washington*, 1983. 248pp. Chairman: Professor Gerry Philipsen

This dissertation presents a study of speech patterns observed in everyday life in a community in Eastern Kentucky. The study was conducted with an ethnographic perspective and attempted to arrive at an overall description of the beliefs and values about speech shared by members of the community.

The study took place over a two year period, 1981-1983. Regular visits as well as a three month residence enabled the researcher to carry out the investigation. The setting was a rural community located in Jackson County, Kentucky. The community is small in population and most people there had been in residence for most, if not all, their lives. The community is considered part of Appalachia and shares certain historic, economic, social, and cultural features with other parts of the region.

Participant observation and intensive interviewing were the two main field research strategies employed. These six speech situations were described: interaction in the home, interaction in public commercial places, church services, recreational settings, bargaining, and work settings. Eight speech events were discussed in detail: porch talk, talk at meals, store talk, testifying, preaching, speaking in tongues, talkin' at the ballpark, and foxhunting.

The analysis of speech events was discussed through the use of six cultural themes: egalitarianism, "huddling," style switching, nonverbal behavior, seasonal speech topics, and sexual participant roles. Residents devote much time to talk and this pattern reflects a belief in egalitarianism which permits interaction between those whose identities are known. This type of discourse is likened to phatic communion which functions to maintain, rather than assert, identities.

A concluding section compares this speech community with several others on three dimensions of speech performance. This community is not necessarily representative of others in Appalachia. The approach in this study placed emphasis on localized, regular interaction as the main defining influence in the community.

THE DEVELOPMENT OF CONJUNCTION IN LATER CHILDHOOD

Order No. DA8329041

SILVA, MARILYN NEVA, PH.D. *University of California, Berkeley*, 1983. 148pp.

Twenty-six adults and seventy-one children between the ages of 5 and 11 served as subjects in this study of the use of conjunctions in narratives. Analysis of the adult data revealed that specific semantic, aspectual, and cognitive factors determine whether *when* clauses are to be pre- or postposed. Moreover, adults distinguish *while* and *as* by aspect, preferring *as* to encode a special kind of uninterrupted continuity--one of time, place, and focus--in describing simultaneous relations. *Before* and *after* are relatively rare conjunctions. *After* is the more common of the two, yet adults seldom use it with full clause structures; they prefer to use *after* with predicative nouns or participial constructions. Finally, adults do not talk about physical causality--or if they do, they do not use *because* to do so. *Because* clauses typically describe psychological or motivational factors.

The children's linguistic behavior deviated considerably from that of the adults. Older children were substantially more likely to prepose *when* clauses than were younger children (and thus behaved more like adults), but no child produced a typical adult use of postposed *when* clauses to signal abrupt change of state. Children were virtually unaware of the *as/while* distinction and used *when* or *while* to signal the aspectual uninterruptedness of *as*. It is hypothesized that children acquire *when* before *while* and *while* before *as*, in the order of increasing specificity and constraint.

Children prefer *after* to *before*. *After* constructions always restate old information, whereas *before* clauses do not. It is the discourse function which renders *after* the less complex of the pair and thus more easily acquired.

For causal conjunction, children use both *because* and *if* to mark not the physical causality or the logical relations investigated in most developmental studies, but the relations of the social world.

The place of conjunctions as part of a system is emphasized; whereas the conjunctions in themselves carry little meaning, their interaction with other elements makes their meaning clear. Emphasized also is the need to reexamine the notion "acquisition"; we must shift from an absolute notion to one in which the relevant question is not whether a form is acquired but whether it is acquired in a given context.

CODE-SWITCHING IN BLACK WOMEN'S SPEECH

Order No. DA8401105

STANBACK, MARSHA HOUSTON, PH.D. *University of Massachusetts*, 1983. 236pp. Director: Professor Fern L. Johnson

Black women are frequently overlooked in research into black or women's communication. Researchers often tacitly assume that all blacks speak alike or that all women speak alike; thus, they have rarely focused on social class or gender differences among speakers of the Black English Vernacular (BEV) or on cultural differences among female speakers. In addition, researchers have given greater attention to identifying features of the phonology, lexicon, grammar, syntax, and speech events which characterize the BEV and "women's language" than to speakers' variable use of those features in response to different situational contexts.

The present study focuses on college-educated, middle class black women's alternation between the BEV and Mainstream American English (MAE) dialects and between "female" and "male" or "neutral" registers in response to changes in the race (culture) or gender of their conversational partners. Two black women friends and two white women friends participated in two separate sets of three informal conversations with acquaintances of their own choosing. Each pair of participants talked first with two women of their own race, second with two women of the other race, and third with two men of their own race. Conversations concerned their personal experiences growing up as blacks and/or women in the United States and contemporary male-female relationships.

It was found that: (1) black participants code-switched between BEV and MAE; (2) black participants varied some BEV features according to their conversational partners' race, others according to their gender; (3) black participants used features described in the literature as characteristic of women's speech; (4) both black and white participants varied their use of women's speech features in much the same manner; (5) all participants exhibited individual code-switching styles.

MORPHOLOGICAL STRUCTURES

Order No. DA8326755

THOMAS-FLINDERS, TRACY GEORGIA, PH.D. *University of California, Los Angeles*, 1983. 210pp. Chair: Professor Bruce Hayes

This dissertation investigates two problems in morphological theory: (1) the nature of complex words formed by non-affixational operations; and (2) formal differences between inflection and derivation. Data from a variety of languages (e.g., Scottish Gaelic, Maricopa, English, Fula, Chaha, Navajo) are examined, and it is argued that a number of apparently unrelated observations and generalizations follow from a theory of morphology in which word-internal properties are expressed by a distinct level of structural representation which contrasts with a level of surface representation that expresses those properties of words relevant to sentence grammar.

The first chapter considers the hypothesis that words formed by affixation have certain syntactic properties best described by inserting morphemes into phrase-structure-like (word) trees. It is demonstrated in detail that words formed by *simultaneous* means (e.g., internal vowel change, consonant mutation, palatalization, infixation) have the same syntactic properties as affixed words--a significant, but previously unexpressed, generalization about the structure of complex words. By distinguishing between syntactic properties and the rules that express particular sound-meaning relations, a theory of word syntax is developed in which the class of possible words is constrained by one set of criteria, thus capturing this generalization. Formal differences between affixes and non-affixational operations proposed in the literature are evaluated and found to have empirical difficulties or to be dependent on theory-particular definitions.

Constraints on possible word structure rules--those rules that create these purely structural representations--are proposed in the second chapter. In particular, it is argued that there are two rule schemata, one for inflectional structures and one for derivational structures. It is argued that a number of well-documented differences between derivation and inflection are actually differences in the formal properties of these rule schemata. The claim made by these schemata that inflectional operations follow derivational operations is examined in detail; several counterproposals and possible counter-examples are investigated. It is argued that the counterproposals are not sufficiently restrictive and that putative counterexamples to this strict ordering hypothesis fail for a variety of reasons. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE EFFECT OF TIME, MODALITY, AND ERROR TYPE ON THE ABILITY OF LANGUAGE LEARNERS TO JUDGE THE GRAMMATICALITY OF TARGET LANGUAGE SENTENCES

Order No. DA8325614

TROEN, CAROL ROSENBERG, D.A. *State University of New York at Stony Brook*, 1983. 134pp.

Learners' judgements of the grammaticality of English sentences were elicited to investigate the development of interlanguage and learner competence. The present study represents a departure from previous studies in that learner competence was measured by strictly limiting the *time* for making grammaticality judgements; by presenting sentences in both the oral and the written mode; and by using as distractors both errors which have been found to characterize different stages of acquisition and errors produced by the experimental subjects.

The main findings are: (1) When time was controlled, Intermediate Learners were slower and less accurate than Advanced learners in judging the grammaticality of sentences presented both orally and in writing. (2) On the whole, non-native subjects were able to judge the grammaticality of sentences presented in writing more accurately than sentences presented orally. (3) Both Intermediate and Advanced learners were most accurate in judging correct sentences, less accurate in judging sentences with primitive errors, and least accurate in judging sentences with errors that characterize a more advanced stage of acquisition, especially when sentences were presented orally.

Implications of these findings for the theory of second language acquisition and for language teaching are considered.

THE INTERRELATIONSHIPS AMONG VARIOUS ASPECTS OF LANGUAGE DEVELOPMENT IN TWO-YEAR-OLDS

WATSON, ANNE MARIE, PH.D. *University of Toronto (Canada)*, 1983.

It was predicted that developments in three dimensions of language (pragmatics, semantics and form) would be strongly interrelated in the conversations of normal two-year-old children. Two speech components (phonology and phonetics) were also included in the analyses.

Speech samples were obtained from thirty children (15 male; 15 female) on two occasions, six months apart.

Results supported the prediction. Five language measures correlated significantly at both times and shared parallel rates of development over time within children. Of the relationships between the speech and language measures, phonology was associated with language at Time 2, but there was no significant correlation between phonetics and the language measures at either time.

Theoretical discussion centred on the possibility of interdependence among language components being stage-related. Practical suggestions included incorporation of these results in clinical intervention.

WORD FREQUENCY AND AUTOMATIC INDEXING

Order No. DA8327316

WEINBERG, BELLA HASS, D.L.S. *Columbia University*, 1981. 233pp.

The discovery that word frequency in natural language yields a predictable graph stimulated research in many fields. Several linguists have stated that the phenomenon is irrelevant to content analysis; however, information scientists have used word frequency to automatically extract content indicators or index terms from texts.

The major methods of statistically-based automatic indexing include: designating a level of frequency in a text as the carrier of the content indicators; assigning high weight to words that occur in the fewest documents in a collection, and computing deviation from expected frequency, which gives high value to terms that occur more frequently in one document than in a collection or general English.

This study tested whether human indexing is characterized by any of these algorithms by examining the level of frequency of index terms in individual texts and in a cumulative sort of those texts. Sixty-five articles and their abstracts from the *Proceedings of the American Society of Civil Engineers* and four sets of indexing (including author indexing) constituted the raw data.

The major findings were: (1) 23% of all index terms and 21% of major terms did not occur in abstracts, but did in full text. (2) 44% of the terms occurred only once in abstracts. (3) Terms were spread approximately evenly throughout the frequency levels of articles. (4) 34% of terms were unique to their abstracts, while 39% were *commonly* distributed in the article collection. (5) 25% of terms had skewed distributions in the abstract collection, but in the article collection, 44.6% of terms were commonly distributed, indicating that discrimination techniques which work for abstracts do not characterize the distribution of index terms in full text.

Among linguistic phenomena which account for these findings, synonymy played an insignificant role--if a term was not in a text, its cross reference was not likely to be either. Anaphoric and deictic (referring) mechanisms accounted for most of the suppression of repetition of content indicators.

As tests on human content indicators have demonstrated that their distribution is not characterized by any of the above theories, the utility of statistically-based automatic indexing must be questioned.

LEXICAL ENTRIES AND WORD FORMATION

Order No. DA8324869

WOLFF, SUSANNE ERIKA, PH.D. *New York University*, 1983. 300pp.
Adviser: Mark Baltin

The lexicon in generative grammar, together with a set of word-formation rules, accounts for all the words of the language. The lexicon has been defined as a listing of entries each of which provides those types of information about a lexical item that are not predictable by general rule. Depending on the interpretation of the term *lexical item* and assumptions about the generality of rules, proposals for a synchronic lexicon have ranged from morpheme dictionaries to lexica listing any syntactically autonomous lexical item. A common feature of these proposals has been the inclusion of word-formation rules in the lexicon.

Morpheme dictionaries require extremely powerful rules and ad hoc supplementary devices to account for the lexical items of the language. Dictionaries listing all words minimize the role of word-formation rules. In order to strike the proper balance between the lexicon and the rules it is argued that a synchronic lexicon of English or German has to list all and only those items that are not predictable by synchronically productive rules. Listworthy items include syntactically autonomous forms, combining forms, and affixes, but exclude meaningless morphemes and perfectly compositional forms. Extensive evidence from complex forms that are neither analyzable as compounds nor as derivatives by current standards indicates that lexical items do not fall into well defined classes but are arranged on a continuum and that the traditional division of morphological processes into composition, derivation, and inflection ought to be abandoned in favor of one concatenative process. The proposed lexicon together with a single concatenative rule devoid of lexical material correctly accounts for all words.

Lexical rules run counter to the definition of the lexicon as a listing of idiosyncratic lexical items. It is proposed that lexical rules be stored in a component which is altogether separate from the lexicon and on a par with the syntactic rule component. This revision of the model of generative grammar is shown to be desirable on formal and general grounds.